

DEAF MUTES' JOURNAL.

VOLUME XXXIX.

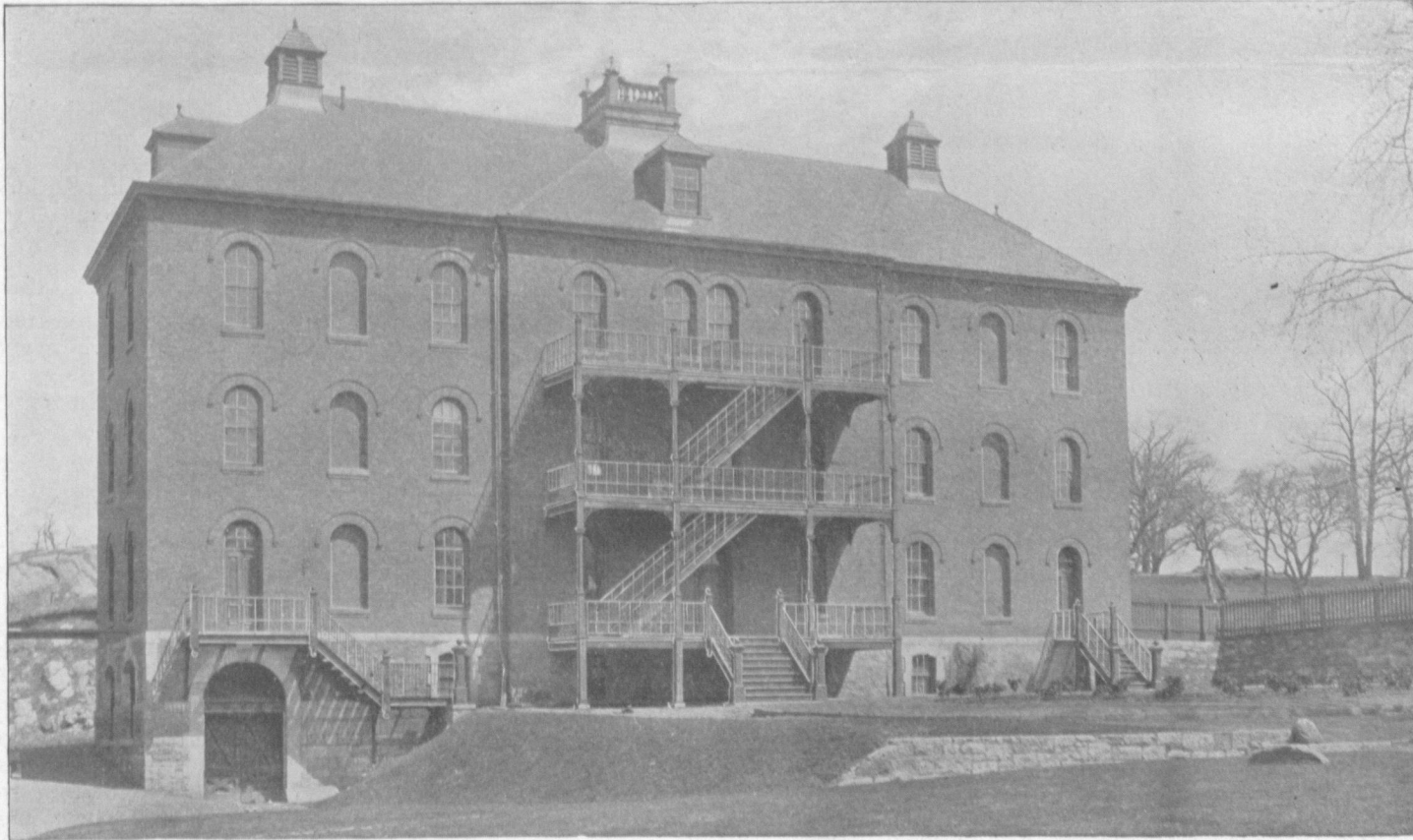
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"There are more men ennobled by reading than by nature."

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NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
THE TRADES SCHOOL BUILDING—100 x 30.

Trades Teaching at the New York Institution.

From the Ninety-First Annual Report.

The educators of the hearing are at this present very earnest in endeavor to make possible the establishment of trades teaching in the schools in the State, so that the pupils may be enabled, upon graduation, to undertake remunerative employment without a further apprenticeship. They are also urging upon the public authorities the necessity of systematic attention and effort in the line of correcting physical defects by scientific watchfulness which shall, in fact, provide for all the care which may appear to be necessary to secure the sound body in which there will be increased possibilities to develop the sound mind. It is especially gratifying to record that this Institution has for many years not only practiced this careful attention to the physical needs and necessities of the individual, but also provided amply for instruction in various handicrafts, which has enabled our pupils, upon graduation, to at once enter the field of wage-earners without further instruction, and secure regular employment at the prevailing rate of wages. There has also been a large number of pupils, to whom further instruction was possible, who have taken advantage of the skill acquired in the Trades Schools of the Institution to prematurely enter upon their life work. These incidental vacancies are, in the main, regrettable, because the individual who is able to secure remunerative employment before the completion of the Institution curriculum, would be a far better workman should he complete the full term allowed by law. A detailed statement of the plan of procedure in the Trades Schools is herein presented, in order that you may note the very thorough and complete preparation which is given to our pupils.

PRINTING.

A progressive breadth of intellect, knowledge of infinitesimal detail, accuracy of judgment, manual dexterity and skill in execution, a high sense of tastefulness, are some of the inexorable requirements of the competent disciple of the "Art Preservative of Arts."

Mechanical skill is the easiest of accomplishment, and is evolved from incessant practice. Celerity and precision are important assets in the education of the printer's apprentice; but it is the intellectual conception, the ability to know what to do and how to do it correctly, that lays the foundation for real worth.

The functions of the mind are constantly exercised by demands upon the memory. First of all the pupils must learn the location of the various compartments of the cases in which the letters are kept. The unthinking will say there are but twenty-six letters in the alphabet, therefore only twenty-six boxes to be remembered. But the fact is that, counting lower case and capitals, punctuation marks, symbols, reference marks, spaces, dashes,

etc., the total of boxes in the ordinary case numbers one hundred and fifty-two. Next must be learned the names of all the implements and furniture used and the technical terms that are comprised in the printing office vocabulary. The sizes of types, varying so slightly as to be unrecognized by the beginner, must eventually be measured instantly, not only by the eye but by the touch as well. The proportionate sizes of the body of different letters and spaces of the same font, give the idea of fractional parts and exercise a keen sense of perception and judgment.

Then comes the difficult task of differentiating a hundred or so of type faces—not the forms they take when printed, but the reverse of their printed appearance as it is outlined on the metal.

And all this is but preliminary to the real education of the printer.

In every department of the work of a printing office every operation requires the most scrupulous care. This is impressed upon the pupil under all conditions and upon every occasion.

The meagre understanding of language possessed by the deaf schoolboy, is a very great obstacle to his progress in typesetting. He has to be taught the orthography of a great many words, and it is necessary to his progress to also explain their meanings. Only by this process can he hope to put manuscript in to type by sensing the words through their context.

He must learn the proper use of capitals, small capitals, italics, and other variations that are essential to the appearance and accuracy of the printed page. The division of words into syllables is an imperative requirement, and punctuation is of the highest importance.

Tasteful combinations and arrangements of type next tax his ingenuity and require considerable study. All of these things and innumerable others must be learned, in order to fit him to stand alone and do his work unaided by explanations that take up the time and create distrust in the minds of those who employ him.

During all of his time as a learner and throughout his entire life in the practice of his vocation, the printer is absorbing knowledge and sharing in the common fund of human civilization. He learns much in the domains of religion, politics, science and art. He becomes saturated with the various forms of grammatical expression, and becomes possessed of the facility to tell what he knows and thinks with considerable fluency and force.

The graduates of the school of printing have invariably shown the value of their training by their useful and helpful lives. They are always found among the leaders engaged in promoting the welfare of their class. They possess an intelligent conception of their duties and obligations to the home and community. And as wage-earners they have always held their own in the battle of men.

CARPENTRY AND CABINET-MAKING.

The term "Carpentry" gives but a faint suggestion of the training imparted to pupils in this shop. They are also instructed in Cabinet-

circumstances would be correct and satisfactory.

Simple construction is followed by instruction in measurement, and then is taught the uses of the gimlet, the auger, the countersink and the gauge. The different kinds of plane are then explained and their use permitted under the teacher's supervision. We have already mentioned the jack plane, which smooths the surface of the wood along the lines of its grain; but there is also the fore plane, that works across the grain; the plow plane for cutting grooves in the board; the rabbet, whose office is to make a shelf-like side to a board; and the splitting plane, which splits the wood straighter than its grain; the heading plane, which forms a rounded side to the board; and the match plane, which is used to lock boards together.

The foot rule, square, gauge and compass (or dividers), are in constant use to determine measurements and accuracy, and one of the essentials of success as a carpenter or cabinet-maker is a thorough familiarity with these accessories.

When the learner has progressed to his point, he is entrusted with the task of measuring, making and fitting doors, hanging them and affixing the locks. Sash making is another line in which he is expected to

Chair Caning has been taught to blind-deaf pupils, as well as to a few others who have shown no particular bent towards the more skilled occupations.

During the year just passed, quite an ambitious work was undertaken and completed. This is a two-story and attic country villa, correct in every detail, both outside and inside. It has well-planned rooms, staircases and tiny doors, and is wired and fitted with small electric lamps. Outside, the bay windows the doors, piazza and entrance, are all in proper proportion, and above all, at the apex of the roof, from a flagpole, floats the "Star-Spangled Banner."

PAINTING

At the outset, the fact should be noted that besides the utilitarian idea there is considerable of the artistic included in the curriculum of the pupils in the School of Painting. Four distinct branches are taught—namely, Glazing, Plain Painting, Interior Decoration, and Sign Painting.

In the work of the glazier, the pupil is taught the names and character of the different kinds of glass—such as ground glass, frosted glass, stained glass, beveled glass, and plain glass. He is instructed in the properties of each and the methods by which they are produced. The constituents and consistency of putties, plain and stained, are next introduced. Then comes the practical work of removing broken and defective glass and replacing it in

the finished and competent glazier.

The instruction in Plain Painting embraces the work of varnishing and polishing as well. To spread the paint and care for the brushes is the groundwork in these lines. The plain white paint is the basis for the beginner, and he is instructed in the method of making it, from white lead mixed with turpentine and linseed oil. For the blacks, lampblack is used, and for the varying shades of color, stainers are employed. The difficulty in matching lies in the fact that the paint in the pot will not always be the same when dry on the wood or plastered wall. A great deal of experience is required to educate the judgment of the paint mixer as to the quality and proportion of ingredients to reproduce exactly almost any shade of any color. The proper use of the dryer is also a delicate consideration that must be learned and absorbed.

Interior Decorations call into exercise the artistic preceptions of the pupil. He must learn how to pencil designs upon stencil paper and afterwards to cut them out. The preparation of the stencil comes next; to give it toughness and to prevent the colors from caking upon it; also that it may not absorb moisture or be damaged in the cleaning that follows its use. The application of the stencil in producing dados, friezes and centerpieces, requires skill, as it must be so fitted that the continuation of the pattern shall be perfect, and shifted and manipulated when three or four colors are to be commingled in the design.

Sign Painting begins with the preparation of the background on the board. This is very important, as otherwise the color would be absorbed by the wood or would "run," and thus destroy the conformity of the letters.

The crude work of the beginner is in practicing upon the sixteen different alphabets—eight of capitals and eight in lower case—which serve as the groundwork in lettering. This is followed by instruction in measuring spaces to be filled and in proportioning the sizes of the letters thereto. The pupil then graduates from the plain sign made of plain letters, to signs which require a shaded letter. Further on comes the shaded, blocked and lined; then the split shade: the shaded, blocked and gilded letter; then the signs which include scroll work, etc.; the gilded letter with the smalts background; cut-in lettering; and finally pictorial sign painting.

All of the above is exemplified in the work of pupils in the School of Painting.

The painting, glazing and decorating, required by the Institution, is done by the pupils of the classes in painting, and their work is of the high-grade order, both in thoroughness, conception and execution.

ART DEPARTMENT.

The Art Department of the New

York Institution is peculiarly well equipped for the educational office it is planned to fulfill—that of developing those functions of judgment, accuracy and good-taste, which increase the capacity in various lines of useful accomplishment.

The little one, leaving the joyful circle of the Kindergarten, wherein has been cultivated a certain sense of the necessity of good order and obedience, and wherein he has also obtained some ideas relative to form and color, begins his art education with simple working materials for clay, black and white, and color work. He is allowed to copy or to draw from memory or imagination, without correction or criticism and with as much play spirit as possible.

Next are given lessons that develop the power of expression, the power of seeing and judging the relative sizes of objects, exercises in original arrangement, and simple motives in decorative designs for birthday or Christmas cards. At this stage, clay modeling from objects and natural forms is begun.

Taste in the choice of subjects is next exercised, and productions in charcoal, water color and pencil required, and subjected to criticism and correction that was withheld in the earlier stages. Pottery modeling, mechanical drawing, pyrography, basketry and embroidery designing here play in the artistic uplift.

The principal of free-hand perspective is next inculcated; light and shade, composition, and illustration as applied to book publications.

Working drawings correlated to shop work, drawing to scale and geometric drawing as applied to design, are included in this period of the course.

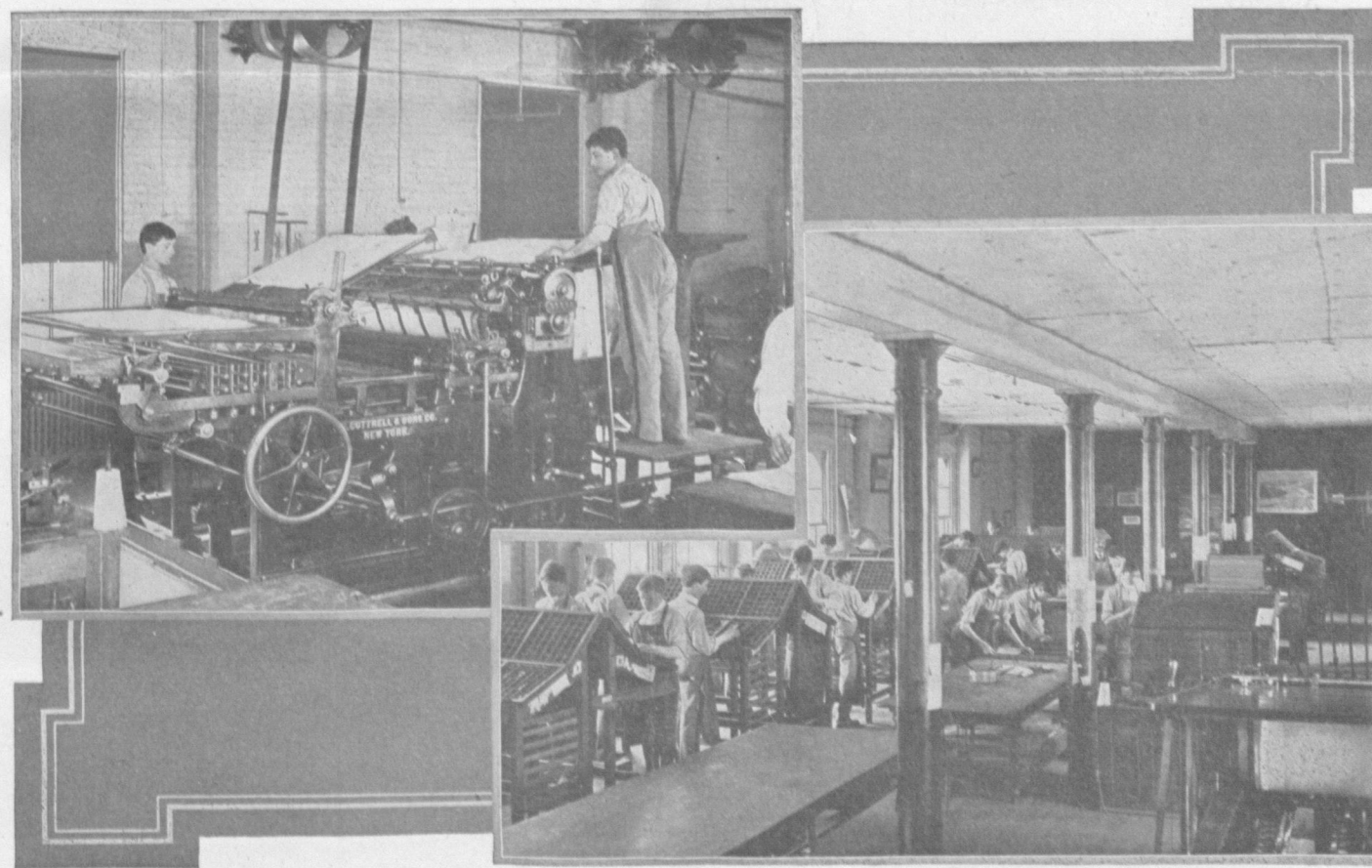
The advanced and special classes of the school take courses to suit individual cases, to the end that they shall develop to the utmost any particular line of native talent in which they may excel.

Evidences of the abilities of these pupils are manifest throughout the school term. Theirs are the tasteful designs that appear on the program covers at each recurring Annual Commencement. The departmental headings which embellish the Annual Reports of the Institution have all been created by them. They have designed tablets, illustrated poems and stories, constructed charts to illustrate lectures in the chapel, and made lightning sketches before audiences, on the blackboard, which have invariably elicited expressions of wonder and admiration that such pictured excellence could be so quickly, skillfully and faithfully evolved.

The school studios are equipped with models and appliances for study from still life and cast, for pyrography, wood-carving, china and glass decoration and firing, for stenciling, basketry and pottery modeling. There is also a large collection of photographs and prints of pictures and useful examples in design.

Aside from the elevating and refining influences which accrue

(Continued on Fourth Page.)



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

1. Printing the Annual Report.

2. Putting the Annual Report into type.

making, Upholstering, Wood Turning, Scroll Sawing and Chair Caning.

Without taking into consideration any one of these specialties, it may be set down as a truth that a boy who has become dextrous in the use of such tools as the hammer, saw, chisel and plane, has accomplished much to insure a future of usefulness.

Sawing boards till he has become able to do the work easily and exactly along penciled lines, is the first step of the beginner. He has explained to him the use of the panel saw and of the rip saw—the first being used to cut across the grain of the wood, and the latter to follow the grain, by which is meant the direction in which the wood will split. And this study of the grain of wood is very important, as the next step brings into use the jack plane, and unless one knows how the grain runs he is apt to chip deep holes into the board instead of making it smooth.

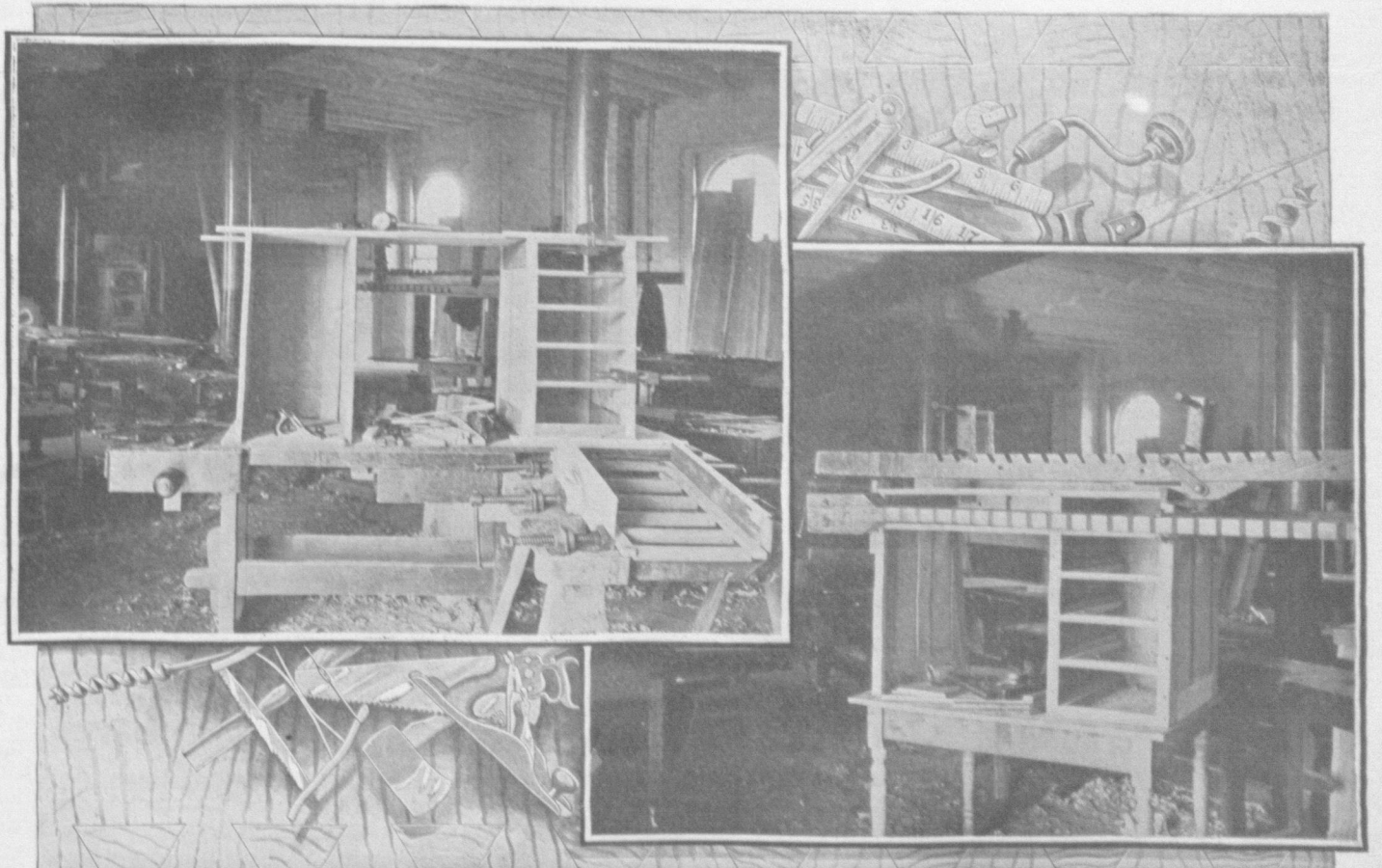
To put together the boards prepared with the saw and plane next occupies the pupil's attention and enlists his energies. Nails and screws alone are allowed, and he must stick a little longer to the rudiments before he can have the run of the glue pot. And at his juncture come the lessons upon nails in their different forms and sizes and their adaptation to the several kinds of work, as a certain style and size of nail would in one case split the board and spoil the job, which under other

qualify. And so on until he has become capable in all of the operations which are required in carpentry.

Cabinet-making calls into requisition the principles and tools involved in carpentry. Dealing as it does with the more expensive and harder kinds of wood—such as mahogany, maple, walnut, cherry, oak and ash—it presents more difficulty both in the study of wood fibres and in the work of fashioning the material. The glue pot is the cabinet-maker's constant companion, and dovetailing and doweeling his daily task. Here also the mitre box fulfills its useful mission. The pupil who has gone through the grades in carpentry, now engages in the interesting work of making a writing desk, a chiffonier, or a table. He also has considerable practice in the mending of broken chairs, the legs of which he fashions to match on the turning lathe. Or if there be a broken bureau that calls for fancy work, the jig saw is brought into action and the figure work made and fitted with neatness and dispatch.

Some very fine samples of writing desks and bureaus have been made by the pupils in this branch of the trades instruction afforded at Fanwood, that attest to the possession of a high degree of creative skill as well as energy in its application.

such manner that it will be firm and enduring. Practice in this work, which includes the use of the diamond in glass-cutting, develops a dexterity in handling and a sureness in cutting and fitting that produces



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
Cabinet and Carpentry Class Room.

THE DEAF-MUTES' JOURNAL (published at 100 Street and Broadway) is issued every Thursday; it is the best paper for deaf-mutes published; it contains the latest news and correspondence; the best writers contribute to it.

TERMS.
One Copy, one year \$1.00
CONTRIBUTIONS.

All contributions must be accompanied with the name and address of the writer, not necessarily for publication, but as a guarantee of good faith. Correspondents are alone responsible for views and opinions expressed in their communications.

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DEAF-MUTES' JOURNAL,
Station N, New York.

"He's true to God who's true to man:
Wherever wrong is done
To the humblest and the weakest
Neath the all-beholding sun,
That wrong is also done to us,
And they are slaves most base,
Whose love of right is for themselves,
And not for all the race."

Notices concerning the whereabouts of individuals will be charged for at the rate of ten cents a line.

Specimen copy sent to any address on receipt of five cents.

This is a special number of the DEAF-MUTES' JOURNAL. It might with perfect propriety be called an educational number, inasmuch as it presents many of the important features of the educational system of a great institution for the education of the deaf.

The illustrations alone present some of the activities, methods and accomplishments at the New York (Fawcett) Institution, while the Commencement Day program exhibits the graded work of the school, from the little tots in the kindergarten to the finished product of the curriculum.

The graduating class has for its motto "Ready." It is hardly probable that they would have adopted such a motto did they not feel able to "make good" and prove themselves "ready" for the problems and perplexities that await them in the outside world.

They have been made "ready" through a long course of instruction covering a period of many years. This course has involved much more than classroom education. It has included every phase of education calculated to develop to the utmost their mental, moral and physical stamina, and confer the all-important ability for earning a livelihood through some skilled occupation in the line of useful trades. In a word, they have been given an all-round education, so that the State is decidedly a winner on its investment and the school itself gets another credit mark in the Book of Time. They go out into the world equipped with good intellectual qualifications, a fair store of necessary knowledge, healthy bodies, cleanly habits, skilful hands and industrious characteristics, ready and willing to play their part in the battle of life. Their education has not been Culture versus Common Sense, but rather they exemplify the benefits of common-sense and culture going hand in hand.

One of last year's honor graduates has demonstrated the wonderful work of the New York Institution in a most remarkable way. He came to the school a little boy, sickly and delicate and almost totally deaf. He graduated an intelligent, well-educated, strong and vigorous young man, with the sense of hearing restored almost to normal. Last fall he entered the Connecticut College of Agriculture. He has gone through the first year's course successfully, and has so distinguished himself as to win the appointment of Chief Musician in the brass band composed of students of the College.

We hope and believe that the Class of 1910 will do equally well in whatever line of work or intelligent endeavor they may engage, and that at all times in their lives they will be able to respond to the call of duty with their class motto "Ready!"



Commencement Day at Fawcett.

THE NINETY-SECOND Commencement of this school came off Tuesday afternoon, June 14th, 1910, at three o'clock. The school year will close on June 22d.

The program for the day was as follows:—

PROGRAM

1. Prayer.
- II. Address by the President.

the Institution's work. Again, we welcome you.

"CHEERFULNESS."

To possess a cheerful spirit is a great help to anybody. It is the inner power, which gives us the strength to be patient under trials and difficulties. It keeps up our youth and brightens the mind. This was the case with Queen Victoria, Mark Twain, and other famous men and women, who did so much good, and lived to old age. The proverb wisely says—

"A merry heart maketh a cheerful countenance."

Mark Twain had many trials in his

cannot say how that voyage would have ended. We are in the world to brighten it. We must work and lend a helping hand in all things that help others. Then we will have a right to expect happiness, as we expect good health. Let us then make cheerfulness the rule and not the exception, for it is the health of our inner life.

2. Presentation of Cooking Class Methods.
3. Kindergarten Exercises.
(a) A Rose Drill. (Twelve little girls.)
(b) Prof. Ferrero's Dancing School.
Prof. Ferrero—Peritz Skidelsky. [Oral].
"Take partners for a two-step boys."
"Now, we will have the waltz.
Stand! Face!
That will do, we will have time for the folk dance.
Boys, take partners. March!"
(c) Flower Problem.
Cecilia De Camillis:
We have summer flowers
Fragrant sweet and plenty,
Tell us how they help us count
Numbers up to twenty.
Bessie Seidman:
Five big yellow daisies
Like the bright sun shine,
I have four more white ones
That makes daisies nine.
Benjamin Cohen:
Twelve bright red carnations.
I'll give Bessie two;
Now I've ten more flowers—
They are all for you.
Annie Hoffman:
Pretty baby rosebuds
Here are four times two
I've so many blossoms
I'll give some to you.
Milton Steinberg:
I have nine white lilies
Two more are eleven
Take away four flowers
And that leaves me seven.
(d) A Dutch Folk Dance.

4. Graduating Essay, "Edward VII," by Millie Attig.

KING EDWARD VII.

Edward the Seventh, King of Great Britain and Ireland and Emperor of India, was born in Buckingham Palace, London, November 9, 1841. He came to the throne in 1901, upon the death of his mother, Queen Victoria. He was more of a real sovereign than any other English king since George III. He filled the office of Prince of Wales until long past middle age, and faithfully discharged the many tiresome duties which the position entailed. As prince he saved his mother many laborious details, as king he worked harder than many a workingman.

King Edward had a way of managing men and affairs, so that he got what he wanted. When he expressed the intention to carry out a plan, it was seldom that he was seriously opposed. Despite his elevated position, he was a national man. He was democratic and popular with all classes. He did not pose, but manifested a sincere regard for his fellowmen.

With his own people he was a most popular ruler. They regarded him as one of the strongest forces making for the stability of peace in the Empire. His death, about a month ago, was a great shock to the whole world.

The deaf of New York have reason

to remember King Edward VII. In the year 1860, while traveling through Canada and the United States, he made a visit to this Institution. He came here and was shown through the grounds and buildings. He stood on the platform in our chapel and made a short address.

The funeral of King Edward will be remembered as probably the most solemnly splendid ceremony in historical record. There were never before gathered together in one place at the same time so many reigning monarchs. It was also the first occasion where the government of the United States was represented abroad by a former President.

5. Primary and Intermediate Oral and Aural Exercises.
(a) Transition Class.
"What are little boys made of, made of,
What are little boys made of,
Snaps and snails and puppy dog tails;
And that's what little boys are made of, made of,
That's what little boys are made of."
"What are little girls made of, made of,
What are little girls made of,
Sugar and spice and everything nice;
And that's what little girls are made of, made of,
That's what little girls are made of."



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
Kindergarten—Voice Culture.

- (b) Aural Class.
- (c) Fifth Grade Class.
6. Graduating Essay, "Industrial Training," by William Krieger.

INDUSTRIAL TRAINING.

Educators are beginning to discuss the necessity of industrial training for the children of the public schools. This branch of education has been given to thousands of pupils in this Institution for the last 90 years. It has been a regular and compulsory part of the instruction given to every pupil.

In our printing office, every apprentice is required to take a regular course in practical printing. All of this is only preliminary, to the real education of the printer. In all departments of printing, every operation requires the most scrupulous care. This is impressed upon the pupils under all conditions. The graduates of the school of printing

people, because the school has perfect equipments, and gives careful training for the different industries. In this respect of industrial training of deaf children, our school has for these many years been showing the way to the public schools.

7. Presentation by the Band.
1. March—"2nd Regiment."
2. Parting Song.
3. Heidelberg.
4. Marches.
(a) My Country.
(b) Protean.
5. Auld Lang Syne.
8. Graduating Essay, "Carmansville," by Frank T. Lux.

"CARMANSVILLE"

The name 'Carmansville' is almost forgotten. Yet, thirty years ago all this part of the city was known by that name. As the old-timers say this neighborhood was then a quiet village. It had its country post-office, where Fay & Newton ruled. It had its churches, in one of which

our good Dr. Stoddard preached. It had its 'Resolute' and 'Carman' boat clubs. It had a railroad station, an engine house, and it had this Institution. Of all these places only the churches, the engine house, and this Institution remain in their old positions. New streets and Avenues have been cut through what once were fields.

Most of the residences were frame houses. The people were neighborly, they all knew each other. Trees were everywhere. From the river to Amsterdam Avenue, the grounds of this school were partly woods and partly a farm. Many of the boys worked on the farm. It took a long time to go to the city. You could go by steam-cars to 30th Street. The fare was fourteen cents in summer and seventeen in winter. Then you paid five or ten cents more to go further down town. You could come up by stage from 59th Street. It was a long ride, and in winter it was by open sleigh, with your feet deep in straw. Those were the days of the horse car also. You could ride from 48th Street to 149th Street for eight cents. The cars went no further. Then you crossed a brook and climbed a steep hill to what is now St. Nicholas Avenue.

But the elevated road came, then the subway. 'Carmansville' lost its individuality. Its rural appearance has almost disappeared. New houses came and they are filled with new people. Everything is changing and 'Carmansville' is only a name. It is one nearly forgotten, but it has a history. It is a grand one full of the lives and doings of many names famous in the early history of New York City.

9. Art Work with the Deaf.
10. Military Exhibit, by C Company.
11. Graduating Essay, "Educational Aspect of Athletics," by Frank M. Nimmo.

THE EDUCATIONAL ASPECT OF ATHLETICS

We all need to do some daily work, or to take some exercise of body and mind. Vigorous sports, such as base-ball and football, are strictly exercise, but sometimes dangerous. Horseback and bicycle riding, coasting, swimming, tennis and skating, are important helps to increase the vigor of both body and mind. Light gymnastic exercises for developing muscles not used in work, and games are cheap and convenient.

The measure of health of young people depends, to a degree, upon a proper amount of physical training. Some kind of exercise should form a regular part of a course of study in schools. The present revival of popular interest in all that pertains to physical culture has stimulated leading educators to a more systematic use of gymnasium exercise. The word of command used in conducting these exercises is the greatest aid in enabling the pupil to concentrate his mind on one thing at one time. One half the battle of mental training is won when you arouse in a boy a genuine love for learning.

Total abstinence is required of all athletes. These who train base-

ball and football players, oarsmen, and all others who take part in severe physical contests, understand this, and rigidly forbid their men to touch alcoholic drink, or to smoke or chew tobacco. The military training which our boys receive here is a great help in their athletic training. It strengthens their bodies and brings them up to be broad-shouldered and strong men.

For every sport in which boys participate, brains have to be used. For instance, Melvin Sheppard, the world's champion sprinter, when in a race, never thinks of being tired, but uses his brains and solves how to win his race. It is the same in a base-ball game. The manager and players must have good brains to play this game. We must carry our brains with us everywhere, just as bills are carried in the pocket.

12. Graduating Essay, "Halley's Comet," by George K. S. Gompers.

HALLEY'S COMET

The return of our celestial visitor after an absence of nearly 75 years has attracted great attention from astronomers all over the world. Not the least interesting of the incidents following its appearance, is the number of prophecies of misfortune to the earth which have been made. Floods we have already seen in France, and no one can deny it was an odd coincidence that King Edward VII died while the comet was at its brightest.

Halley's comet has always exercised a baleful influence on history. As far back as the year 66 A.D., records show it was blazing in the shape of a sword over Jerusalem when taken by the Romans. Nearly all the plagues which occurred in medieval times followed appearances of comets, but this may have been influenced by fear, which does much to spread pestilence, but Halley's comet is most noted as a war comet. In 451 A.D., when Attila, the Hun, was finally beaten, Halley's fateful omen was shining brightly. At the conquest of England by William of Normandy, in 1066, and in 1456, when the Turks captured Constantinople, records show that the same comet shone.

One result of the recent appearance of the comet has been a lively discussion as to what would happen if the earth and comet met in collision. Some say that the shock would set the earth on fire and destroy all life, others hold the earth would pass through unscathed. We are not likely to see the theory demonstrated. In time the comet will grow dimmer and dimmer, eventually disappearing forever.

Edmund Halley, for whom this comet is named, was the first astronomer to figure the orbital time of a comet. When he predicted its return in 1658, he added a great achievement to the world of astronomy. No one who reads the story of Halley's achievements can doubt that Halley belongs among the great men of his day.

13. Presentation of Gymnasium Work.
14. Graduating Essay, "Agriculture for the Deaf," with Valedictory Address, by Frederick G. Fancher.

AGRICULTURE FOR THE DEAF.

As a means of livelihood, agriculture has many advantages for the deaf. In the world of business the deaf are somewhat handicapped by the lack of hearing. Were the deaf to take up farming, grow plenty of necessary food products, they would succeed much better than at many of the uncertain trades they seek at in large cities.

There are many reasons why agriculture is adapted to the deaf. There is little necessity for oral communication on a farm; in the quiet of nature lack of hearing is not felt. The life really is not dull, nor is it stupid and full of hard work. A month spent on a farm would set them wondering why they had not taken up farming before. Many people, and the deaf among them, regard farming in a wrong light. In every part of the country farmers are calling for more men, and the pay is fair. It seems to me the deaf should be encouraged to leave the cities and see life in the rural districts. I am glad to say that there are many successful deaf farmers—an encouragement for others to take it up.

To be a successful farmer it is necessary that one should be energetic, and take real interest in agricultural matters. Dairying, poultry and stock raising, and the like, are branches in which a profitable business can be built up. Of course it requires work and close attention to affairs, but success in any business demands the same thing.

Life on a farm, where there is almost nothing to lead us into trouble and difficulty, and where, owing to the healthy conditions generally found, ought to attract the deaf. On almost every farm the domestic life is quiet and peaceable. The

wages of farm hands may not seem large, but the country offers few temptations for spending money. In the thickly populated towns and cities high wages may be earned, but proportionately high expense has to be met, leaving practically the same surplus that farm hands have. Then there is the temptation to spend more in large places, so there is more chance to save on a farm.

Of course it cannot be said that agriculture alone is the best means of livelihood for the deaf. Many of the deaf have positions which command high salaries, as printers, mechanics, engravers, electricians, painters, artists, sculptors, physicians, lawyers, teachers, and so forth. Still agriculture is a good calling for them, and there should be a movement to impress the deaf with its value. As farmers they would find life very different from what they imagined. Their lives will be too busy to be dull, and at the end of the day they will be too tired to loaf around and think evil. The problems of the fields will keep their minds active, and in the autumn, after reaping rich harvests, they will appreciate what Thanksgiving really means.

VALEDICTORY.

To the Gentlemen of the Board of Directors:—In behalf of the members of the graduating class I address you to express our appreciation of your marked efforts in the maintenance and management of our school. Your devoted interest has kept this Institution among the foremost, and has made it possible for us to enter the world prepared to shift for ourselves. Our feelings are sincere, and so deep that we cannot express them in words. We wish, however, to say that throughout our lives we shall keep green the recollection of what we owe you. May good health and happiness attend you. Farewell.

To the Principal, Teachers, and Officers:—We have been nurtured here, nestling under your loving care, kept from stepping too early into the untried world. To-day we are, as it were, to try our wings—to fly and care for ourselves.

You have done your very best in preparing us to withstand worldly

thanks for your patient labor in bringing us from childhood to what we are now. We shall never forget our indebtedness to you. Farewell.

Graduating Classmates, Schoolmates:—We have chosen as our class motto "Ready." It means that we have been prepared for life's battle, and are ready to set out, feel-

to:—Henry Andes, Harry Blechner, Albert E. Dirkes, Charles A. Givens, Robert Golden, William Knipe, William Krieger, Charles H. Wiemuth, Charles Lydon, Frida Albert, Eva Christian, Katie Christgau, Louise Lee, Caroline Palmieri. Sarah McKeown received a diploma for a supplementary course of

awarded to Esther Karinski and Elsie Luf.

The prizes for Dressmaking were awarded to Amelia Attig and Caroline Palmieri.

The prizes for proficiency in Cooking were awarded to:—

Sixth Female Oral—Alice Tracy.

Fifth Female Oral—Edith Lewis.

Fourth Female Oral—Rosie Steinblauf.

Fifth Female Manual—Angelina Quartucci.

Fourth Female Manual—Goldie Rosenswaik.

Third Male Oral—Charles Olsen.

Second Female Oral—May Ruhl.

Transition Oral—Albert Seibold.

The prizes for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and good taste in job work, and general knowledge of printing, were awarded to:—

First Grade—William Krieger

Second Grade—Harry Blechner.

Third Grade—Harry Goldberg.

Fourth Grade—Solia Gerschaneck.

The prizes for Press Work were awarded to:—

Division I.—Herbert Lieberz, Jr.

Division II.—Joseph Dennen.

A prize for marked improvement in typesetting, and for good conduct during the year, was awarded to James H. Quinn.

Prizes were given to the pupils of each division for proficiency in their respective trades:

CARPENTERS.

Morning Division—First Prize, Oscar Foland; Second Prize, Raymond Layman.

Afternoon Division—First Prize, Leon Borochow; Second Prize, George Walther.

HOUSE AND SIGN PAINTING.—

Frank M. Nimmo and Albert G. Gunter.

SIGN PAINTING.—Harry H. Brauer and Louis Edwards.

ART CLASS PRIZES.—For Drawing, Walter E. Kadel; Illustration, Ethel Howe; Mechanical Drawing, Wm. Bergman A. E. Dirkes; Domestic Art, Angelena Quartucci, Toby Jacobs, Margaret Carroll; Pottery, Neta Millington, Catherine Pederson; General Excellence, Mechile Ciavolino.

ADVANCED.—J. Koepfer, D. Pearce

Honorable Mention, B. Spoehrer

INTERMEDIATE.—A. Stenz, W. Burke.

PRIMARY.—B. DeCastro, J. Orman

Honorable Mention, Zeld Bernstein, Vera Hoffman.

The Henry Jansen Haight prizes for water colors were awarded as follows: First prize, Walter E. Kadel; second prize, Walter St. Clair; third prize, Jean Paul Gruet.

The Archibald D. Russell Gold Medals, for highest proficiency in the school of the soldier, were won by Cadet Oscar Foland, "A" Company; Cadet Tony Fanelli, "B" Company; Cadet Corporal William Lux, "C" Company.

The Principal's Gold Medal, for the best drill officer, was won by Cadet Captain George K. S. Gompers, "C" Company.

The medal for proficiency in Field Music went to Cadet Hans Andrews.

The General George Moore Smith, Medals, for marked excellency in military drill, were awarded to Cadets James Gallagher and I. Simon, "A" Company; Cadet Sergeant Wm. Burke and Cadet W. St. Clair, "B" Company; Cadet Corporal M. Rubin and Cadet H. Carpenter, "C" Company.

The Cary Testimonial, for superiority in character and scholarship, was awarded to Edward Trinks.

The Demitt Prize, for character and scholarship, was awarded to Gertrude A. Doenges.

The Frizzell Prize, for unremitting effort and successful attainment whether in language, signs, poetry, or other studies embraced in the Intermediate Course, was awarded to Katie Christgau.

The Alstyn Prize, for general excellence in character and perseverance in well-doing, was awarded to Sarah McKeown.

The Eliza Mott Prize, for improvement in character, was awarded to William Krieger.

The prize offered by the Hollywood Fraternity of Deaf-Mutes, to the female pupil who shall, in the opinion of the Principal, have made the greatest progress during the year, was awarded to Amelia Attig.

The prize provided by the League of Elect Surds—the Fraternal Society of the Adult Deaf in the City of New York—to be conferred annually upon that male graduate who shall, in the judgment of the Principal, have made best progress in all departments during the year, was awarded to Frank T. Lux.

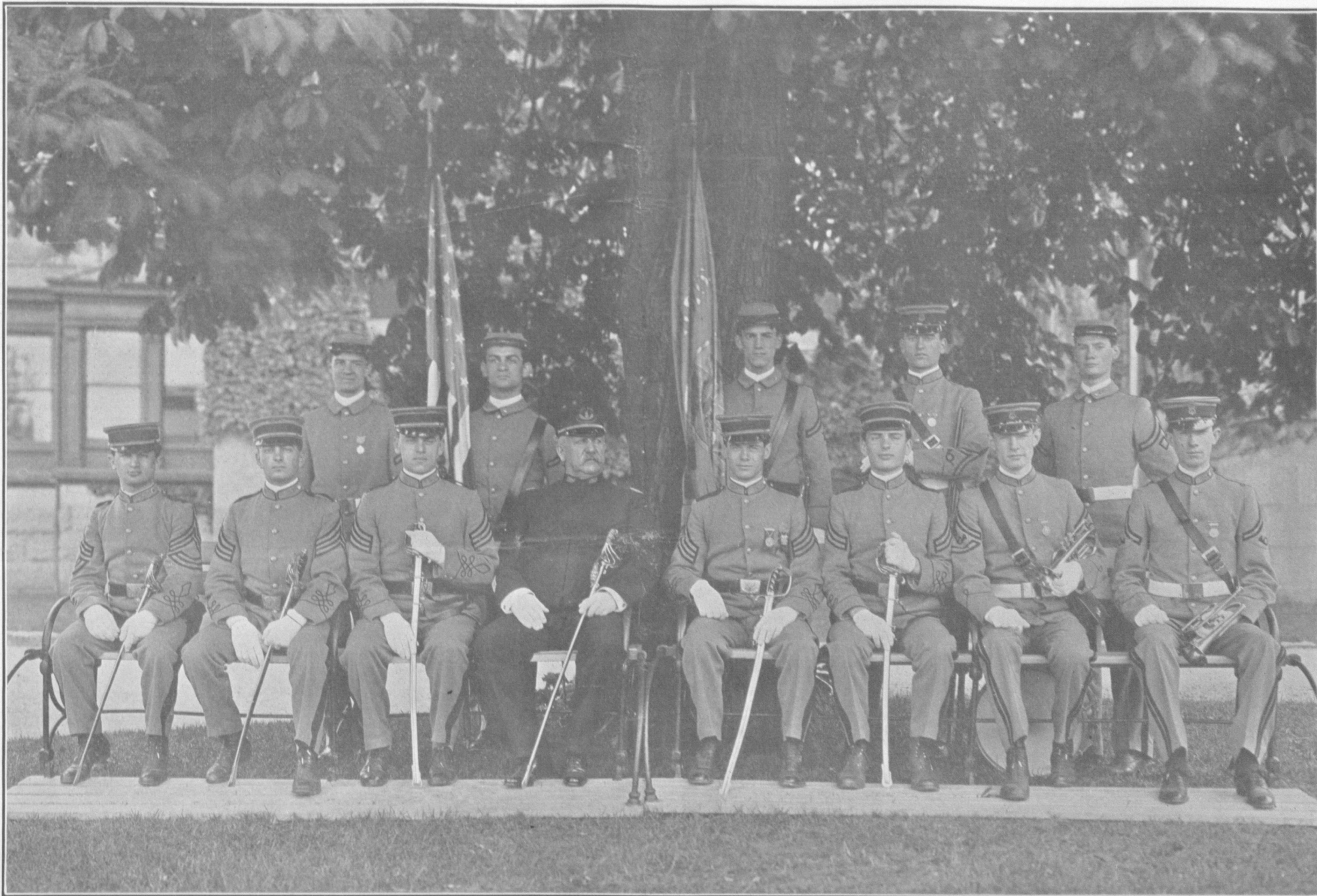
The Ida Montgomery Testimonial, provided in fulfillment of the wishes of the late Benjamin Robert Winthrop, to be conferred upon such a graduate pupil who, having become deaf prior to the age of 15 years, shall, in the judgment of the Principal, have shown marked excellence in studies, character and manual skill, was awarded to Ethel M. Howe.

The testimonial to be conferred every year, in accordance with the terms of a bequest to this Institution by the late Harriet Stoner, upon such pupil in this Institution as has not acquired any knowledge through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, was awarded to Frank M. Nimmo.

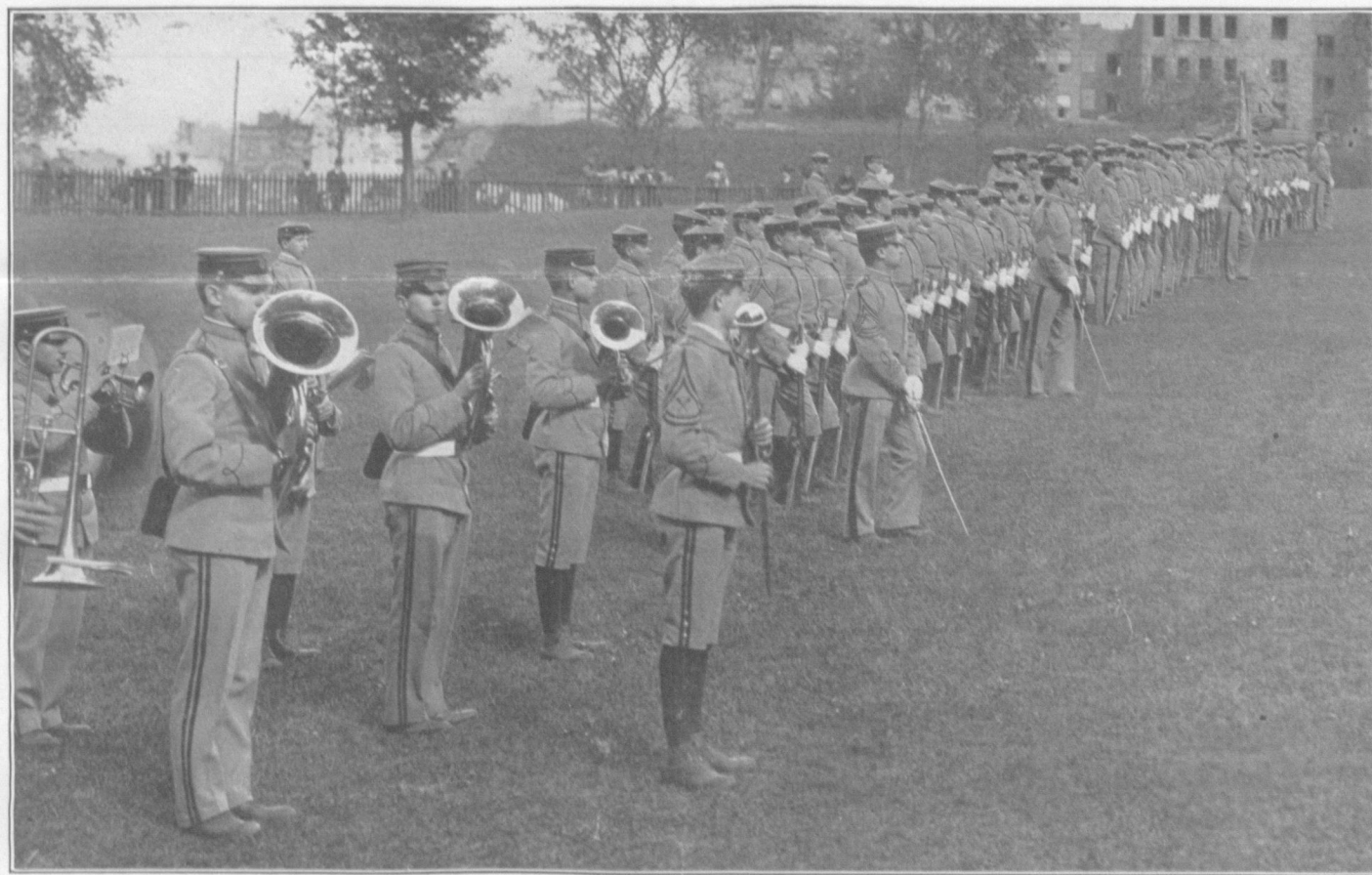
The Holbrook Gold Medal, for highest excellence in all studies pursued by the High Class, was awarded to Frederick G. Fancher.

VI. "All America," recited in signs by the choir and sung by the audience, accompanied by Van Baar.

VII. Benediction.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.—The Protean Society.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. The Battalion.

jostlings and difficulties, and it remains for us to show that we can 'make good.' You have ever manifested a deep interest in our up bringing; you have striven to fit us with an education upon which we can depend. In return, we shall endeavor to show that we have profited by your training, and be a credit to your work. Through me the graduating class wishes to express its

ing a little anxious, perhaps, but still with courage and strength to meet whatever we may encounter in our careers. Let us, then, show ourselves true to our motto, and make our lives a credit to dear old Fandwood. And as we leave, let us join in a silent, fervent prayer, that our Alma Mater may long continue in her noble work of training the deaf to be useful citizens. Farewell.

three years.

Diplomas of the highest grade were given to:—Frederick G. Fancher, George K. S. Gompers, Frank T. Lux, Frank M. Nimmo, Amelia Attig, Ethel M. Howe.

The prizes for Shirtmaking were won by Amelia Stenz and Dorothy Nimmo.

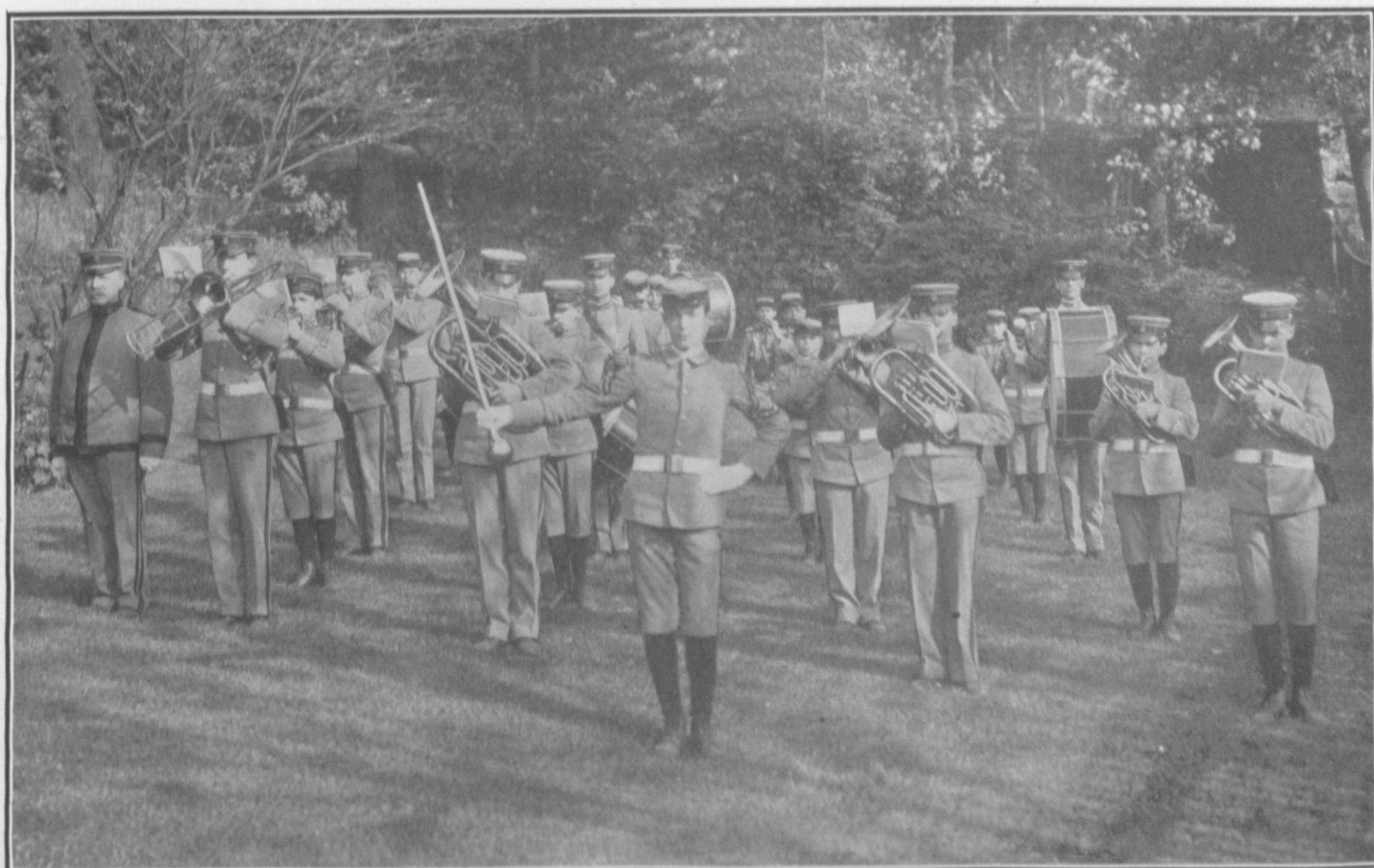
Prizes for Plain Sewing were

IV. Report on the Annual Examination, by the Chairman of the Committee on Instruction.

V. Distribution of Diplomas, Certificates and Prizes.

Certificates of good scholarship for the five years' course were given to:—Leon Borochow, Herman Camman, Moses Eisen, George Everding, Benjamin Goldstein, Isaac Levy, John F. Koepfer, Leonard Kramer, Abraham Mofsovit, Armando Oliveri, James Quinn, Charles Sabella, Nathan Sharr, Carl Solov, Edward Trinks, Gertrude A. Doenges, Anna H. Englehardt, Earrie Henninger, Esther Karinski, Anna Klaus, Carrie L. Lang, Lucile C. Left, Evelynna Moose, Angelina Quartucci, Hannah Schwinger, Rose Steinblauf, Alice Tracy, Gladys E. Wren.

Diplomas for the eight years' course were given



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. The Band



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. MILITARY MEDALS.—1. Principal's Medal.—The best drill officer. 2. Russell Gold Medal.—Highest proficiency in the school of soldier. 3. Medal presented by General George Moore Smith for excellence in the manual of arms.

Trades Teaching at the New York Institution.

(Continued from First Page.)

from the study of art, along the practical lines of commercial production the possession of an art education is an advantage that will prove of value in any class of work they may be called upon to perform.

SEWING SCHOOL.

In the economy of the household, work with the thread and needle plays an all-important part. To be an expert in sewing is a worthy ambition for any girl to entertain. Skill with the needle has its recompenses varied and endless, and

ducts of the facile fingers of the girls of the school.

In their leisure hours they learn embroidery, and necessary, though desultory, instruction is given therein.

COOKING CLASSES.

The economy of the household centers largely in the kitchen. That food and fuel shall be used without waste, is an important problem in the life of every home. Extravagance resulting from ignorance is peculiarly disheartening, while, on the other hand, there is nothing that so cheers and brightens the home as culinary competency.

Coming from modest homes, where in a degree of frugality consistent with happiness and comfort is a de-

vation, if the apprentice is to be transformed in process of time into a competent journeyman.

There first and most essential lesson for the beginner is to observe the most scrupulous order and cleanliness. He must constitute himself the main factor in the elimination of dirt and disorder.

Next after close observation of the method of mixing the flour, yeast and water, which are the component parts of the dough, he is allowed to participate in the kneading and later in rolling the loaves into form.

He gets lessons in the study of fermentation, caused by the yeast and which varies according to the temperature of the atmosphere or the quality of the flour.

ing powder is an expensive condiment, and the qualified baker makes his own powder and applies it in the proportion his skill and experience dictates.

Our Bakery produces besides biscuit and rolls, all kinds of cake, and pies that range from the succulent pumpkin to the juicy mince.

As an occupation, baking is healthful and well paid, and we venture to assert that there is good pay waiting for every competent man that kneads the dough.

A Letter from Ex-Supt. Gillespie.

OMAHA, NEBR., MAY 16, 1910.
MR. EDWIN A. HODGSON,
Editor Deaf-Mutes' Journal,
New York City.

MY DEAR HODGSON:—I am intensely interested in your editorial in the "JOURNAL" of May 12th, describing the work of your Military Band. I am especially pleased with these words from said editorial:

"There seems to be something in the vibrations of music that exercises the nerves of audition and vitalizes them, so that eventually a boy who was classified at the outset as practically devoid of hearing becomes what is usually termed 'very hard of hearing.' That is a stage in the progressive development of the sense of hearing that is utilized to the utmost. All the education is now given by the aural method, and progress in speech and in the ability to understand speech is usually rapid; for, be it understood that music is not the end aimed at, but rather the means to an end whose objective is to restore the hitherto deaf boy to the ranks of the hearing world."

The writer of this has known more than one case in which a boy entered school practically deaf, but graduated with a sense of hearing almost normal—not the sense of hearing alone, but the use of easy and fluent speech."

You can scarcely understand with what gratification I read these words. It is a vindication of the aural method which I had scarcely expected to see during my lifetime, but I have lived to see it. Years ago when I was

in the work and when I took classes to the conventions, and read papers giving experiments and the successes gained and tried to awaken an interest in that line of accomplishment, it seemed so hard. I never will forget

I thank you for the article. I appreciate the weekly visits of the JOURNAL, which you have so long and so ably edited, and with best wishes for your continued success, and for the success of the aural method, I am,

Sincerely yours,
J. A. GILLESPIE.

Prehistoric Arms.

Discoveries made on the Kentish bank of the Thames between Erith and Gravesend during the last few years, and the numerous "finds" made still more recently, point almost conclusively to a state of populous prosperity in this district not only during the Roman occupation of the country, but when the prehistoric inhabitants ran about during the Stone Age, in what is generally called a state of nature.

Further inland, to the south, the old Roman road and the Roman remains that have been discovered at various times leaves no room for doubt that there were places of some importance around about. The spot in which the most important discoveries have been made during the last few months is at Northfleet, on the banks of what is believed to have been a noteworthy stream and navigable for the craft of the ancient Britons, the Romans, and the Danes who followed them, and are known to have utilized the natural facilities of the place for those sorties which were so much feared by the British.

This stream is now little more than a dribble, and navigable for nothing larger than children's toy boats. The rising land beside it is the property of the Associated Portland Cement Manufacturers Ltd., and it was during the gigantic excavations of a steam navy that the first of the important antiquarian discoveries was made. This discovery was the uncovering of a large "field" of flint implements lying beneath the soil on the top of the ancient chalk which has been deposited here to a great depth. These flints, almost without exception, are of a warlike character of the type termed flaked flints. Hundreds of these have been found, and are being preserved by the company to form a museum at the Factory Club, Northfleet.

Specimens are still being found,

is now reason to believe that beneath the foundation of the building are the walls of another. Work on these excavations—many feet of walls have been uncovered—which is being undertaken at the cost of the Associated Portland Cement Manufacturers, Ltd., has been interrupted by the winter, but operations are to be recommenced shortly.—*London Chronicle.*

The Naked Truth.

There is an ancient fable which tells us that on a summer afternoon Truth and Falsehood set out to bathe together. They found a crystal spring. They bathed in the cool, fresh water, and Falsehood, emerging first, clothed herself in the garments of Truth and went her way. But Truth, unwilling to put on the garb of Falsehood, departed naked. And to this day Falsehood wears Truth's fair white robes, so that many persons mistake her for Truth's very self, but poor Truth still goes naked.

Swinburne, The Dear Poet.

Mr. Swinburne, who is considered by many to be the greatest master of metrical music since Shelley, suffers from deafness. He lives in complete retirement on Putney Hill, just outside London—"the world forgetting"—though his poems will not permit the completion of the sentence—"by the world forgot." The poet commenced to write lyrics and ballads whilst a mere boy. He was a warm friend of R. ssetti, William Morris, and Edward Burne-Jones. In 1865 he published that superb lyrical drama, "Atlanta in Calydon," and immediately sprang into the very front rank of living poets. His verse is distinguished for its great and enduring beauty. He is supremely the laureate of the sea, and is withal a poetic dramatist of great power and beauty and a rhapsodist of emotional life of unequalled enthusiasm and intensity.—*British Deaf Times.*

Why 21 Guns?

The question as to why the number twenty-one should be chosen as the proper number of guns to be fired in saluting the President caused some interest a few years ago and the information collected by one investigator at the time and mislaid has just come to hand. Here it is:

The presidential salute of 21 guns was adopted that a uniformity in national salutes might be maintained, it being the same number of guns as the royal salute of England.

The reason why that number should have been selected for England, has been a source of search with no satisfactory results. The two surmises carrying the most weight are: First, that 21 was the same number of years fixed by English law as the age of majority. Second, that seven was the original salute and three times seven would mean one seven for each—England, Scotland and Ireland.

It is asserted that the United States adopted this salute to signify to the mother country that her child that had reached the age of majority and was prepared by law to inherit the land, and to this end fired "the gun of 1776," the figures of which year equal $1 + 7 + 7 + 6 = 21$.—*California News.*

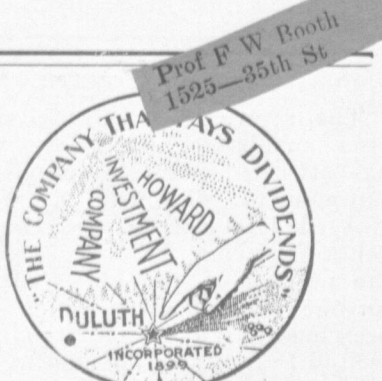
You will always find the crowds busy persuading others to fight.

The only hopeless cases are those that have no hope in any one else.

The great puzzle with some is to get a sacred out on secular clothes.

The larger the heart the easier it travels the narrow way.

A taste for chicken is not the only appetite a preacher needs.



We are still here.

We continue to grow.

We are paying dividends as usual.

We offer as heretofore:

1. A safe investment for sav- ings.
2. An inducement to save.

Our stockholders have that satisfied feeling.

For information address:

JAY COOKE HOWARD, Sec'y,
Duluth, Minn

HOLLYWOOD FRATERNITY'S Outing and Games, Ulmer Park, Saturday, June 25, 1910.

NEW JERSEY DEAF-MUTE SOCIETY'S Picnic and Games, Fram Garden, Newark, N. J., Saturday, July 16, 1910.

LEAGUE OF ELECT SURDS' Outing and Games, Ulmer Park, Saturday, August 6, 1910.

BROOKLYN "FRATS" DIVISION, No. 23—Picnic and Games, Ulmer Park, Saturday, August 27, 1910.

FAIR at St. Ann's Church by the Woman's Parish Aid Society, November 10 to 12, 1910.

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G. P. and T. P. Agt.,
DENVER, COLO.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Specimens of work done by the Class in Sign Painting.

to our deaf girls such an accomplishment is valuable, indeed.

At the New York Institution, all of the girls are instructed in sewing—and this embraces the several lines of plain sewing, shirt-making, and dressmaking.

The little tots of the Kindergarten are started upon their sewing course by being taught to thread the needle and plan and execute picturesque work with colored worsteds—at least they imitate and follow markings on cardboard, perforated and plain.

At the end of their Kindergarten period, when the raffia and worsted work is passed on to the newcomers who succeed them, they have reached the stage when actual sewing begins.

First of all, the little girls are given squares of cloth and are initiated into the use and manner of bast- ing stitches. Next, they make the hem and stitch it, and it is not long before they are all successfully hem- stitching on towels and sheeting. Then comes the making of button- holes and sewing on buttons, along with the very useful and practical exercise of darning, mending and patching.

The next grade includes shirt- making, with particular attention to the several parts that compose the complete garment—such as the collar band wrist bands, the gussets and gathering. Making of aprons in checked nainsook and blue figured gingham gives the necessary practice and eventual skill in the operations which they embody, so that when the course for making shirtwaists is begun, the girls are fairly well prepared for the careful sewing and fitting which a proper execution of their task demands. Both hand- sewing and machine sewing are here enlisted, and the measuring, fitting, tucking, pleating, and general work of finishing, is undertaken and accomplished. There must be no drones in this beehive of needles and thread; each one must be individually responsible for the particular garment she is fashioning.

The highest grade is that engaged in dressmaking. Intelligence and skill here reach the maximum of effort. The style of the work, if not the quality, varies with the material used. Thus, the plain gingham dress is more rapidly and easily made than the dress of blue serge or the filmy creation of checked or figured lawn.

Each style and quality of dress requires the application of different linings, that vary in color, strength and weave. The measurements for each dress call into requisition always the qualities of accuracy and good judgment. The fitting of the waist, draping of the skirt, and general *tout ensemble*, are factors in educating the taste and taxiing the ingenuity of the maker. And to do all this requires a knowledge of how to make the yoke, the waist and waistband, the collar and cuff bands, and all the numerous accessories that culminate in the braiding and trimming of the garment.

Such is the thorough course that is pursued in the sewing department. Its results are evidenced by the fact that all the dresses and underwear for the girls, all the shirts for the boys, all the towels and sheets and pillow cases, are the pro-

duct of the girls of the school. Under the direction of an expert, the children of both sexes are given practical instruction in cooking and all of the indispensable adjuncts, such as cleanliness, orderliness, and care. And if we segregate the utilitarian part, it will be evident that a cultivation of the habits above enumerated must strengthen the character and engender a spirit of confidence which will be valuable and useful in the performance of any of the ordinary duties of life.

The little deaf children begin their lessons in the cooking school at as early an age as eight or ten years. Observation and imitation play the principal part at the outset. They watch the processes of bread-making, from the mixing of the flour and water (and milk, as the case may be) the adding of the yeast and the progress and process which causes the dough to "rise," the subsequent kneading and forming, and eventually the baking. For, be it understood, they have already learned to make the fire and judge the temperature of the oven, both in a coal and a gas range.

They next learn to make biscuit and cookies, subsequently cakes of various kinds with each a different order of frosting. They are instructed in the various methods of preparing meat and vegetables for the table, as well as the proper way to serve them. And following this come lessons in true economy—the utilization of what has been left over, and from which hashes and stews are evolved. The omnipresent egg gets its share of attention, and the pupils are instructed in the proper way to handle it, to separate the white from the yolk, and the various purposes to which each part of the entire egg is adapted. The different methods of cooking eggs is made a part of their education, as well as the several ways of garnishing and serving.

Soups and broths are added to the list of their accomplishments.

And finally, all those delightful desserts that one encounters on the menu of high-class restaurants—minus the tinsel and frippery—are mixed, cooked and eaten by the pupils themselves, with celerity and dispatch.

A graduate (male or female) of the cooking class of the New York Institution, is able to compose, cook, and serve a meal of several courses, expeditiously and neatly, with the maximum of appetizing and nutritious viands at the minimum of expenditure.

BAKING

The Bakery of the New York Institution affords especial advantages for a thorough knowledge of several branches of that occupation upon which all are daily dependent for "the staff of life."

There is much to learn, by attentive and study, by obedience to directions, and by constant obser-

After this comes instruction in the different flours produced from what is called winter wheat and spring wheat. Winter wheat is soft when squeezed in the hand, whereas spring



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
Classes in Sewing.

wheat is dry when similarly handled. The best bread is made by mixing the two kinds of flour—say one third of winter wheat flour with two thirds of spring wheat flour. It takes quite a good deal of practice and a long course of experience to produce bread from combinations of flours with the greatest economy both as to expense and the nutritive quality of the loaf. For instance, if a barrel of spring wheat flour alone be made into bread, it will produce fifteen pounds more in the aggregate weight, because of the greater amount of water required.

Next to the flour, the most important consideration is the yeast. It is possible and easier to buy prepared yeast, but the cost would be about eight times greater than when the baker manufactures his own yeast from malt and hops. To make good yeast is quite a study, and is a valuable asset to one who follows the occupation of a baker. Not ten in a hundred of the present day bakers can make good yeast.

The yeast being made, the next thing is to properly proportion it to the quantity, quality and combination of the flour used. Instruction, observation and thought, are all included in the acquisition of this vital feature in bread making.

Finally comes the consideration of the oven. The heat must be varied according to the sum of the conditions involved. Some loaves are best produced by quick baking, while others require a slower heat.

Baking of biscuits is another branch which the baker must master. The constituents of a biscuit are different from bread. No yeast is used. In its stead are such ingredients as cream of tartar, bi-carbonate of soda, butter and milk. Bak-

ing powder is an expensive condiment, and the qualified baker makes his own powder and applies it in the proportion his skill and experience dictates.

Our Bakery produces besides biscuit and rolls, all kinds of cake, and pies that range from the succulent pumpkin to the juicy mince.

As an occupation, baking is healthful and well paid, and we venture to assert that there is good pay waiting for every competent man that kneads the dough.

A better vindication of the merits of my child, the aural method, I could not ask. May this great work go on until every school in the land shall have its aural department where those who have some hearing shall be educated wholly by the aural method.

Though not now engaged in the work for the deaf, my interest in their welfare is just as keen as it ever was, and particularly so with reference to the aural method for the class for which it is adapted. I have patiently waited, watched and longed for just such a vindication for aural training as your article furnishes.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
One of the Cooking Classes.